



THE ASCENT

DECEMBER 20, 1967

ROSARY HILL COLLEGE, BUFFALO, N. Y.

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Albertus Magnus Boycotted: Students Demand More Rights

NEW HAVEN, Conn. (CPS) — Although Albertus Magnus College, a small Catholic girls' school here, is probably much like most other girls' church schools — quiet, somewhat ingrown, but also more a community than larger schools—it is also a place where the students, when they begin to fight for something, all fight together.

Last Friday, in the wake of the suspension of 21 girls who had tried to liberalize the college's dress and dormitory regulations, all but 30 of the nearly 700 students at the school boycotted classes in protest.

By Monday the administration had reinstated the suspended students and had agreed to work toward a new constitution that will probably give students a greater voice in campus affairs than they have had.

In addition the administration had agreed to set up a new campus government to replace one it abolished in the earlier controversy over dorm hours and dress regulations.

The suspension of the 21 girls

came last week, after they had voted to extend curfew hours and allow students to wear slacks on campus. All 21 were members of the Cooperative Council, which includes both students and members of the administration.

According to Lisa Marchand, editor of the student paper, the students have agreed to abide by the old regulations until a new campus government can take action. She said that students are in favor of a cooperative type of government—one that represents all segments of college community—but that they want a greater say in matters that affect them directly, such as dorm regulations.

Under present regulations, all girls must wear skirts to class, and must be in their dormitories by 10:30 on weekday evenings.

Committee reviews evaluation forms

By SHIRLEY LORD '68

The Academic Committee members are Anne Bentley, Jeanne Carey, Barbara Gunn, Melissa Lowry, and Jackie Moulin.

Upon the request of Sister Marita, we have appointed a Student Curriculum Research Committee who will make suggestions to the Faculty Curriculum Research Committee concerning students' views on changes and improvements in the present curriculum. The Chairman of the student committee is Susan Mauri; other members are Pat Holden, Peggy Ingersoll, Nancy Kelly, and Kathy Servoss. If any student has any suggestions or complaints about the present curriculum, feel free to approach any of these girls.

The Academic Committee has begun research on drawing up a new course and teacher evaluation form. The present one, which we feel is inadequate, was compiled by Columbia University as a temporary evaluation form. We have formulated three purposes for revising the present form. Our first purpose is to help the instructor; the use of this revised evaluation form will be strictly voluntary and will not be published. Our second purpose is to help the administration do a fairer job of evaluating the individual professor's teaching. Too often student ratings are seen by faculty as punishments or rewards, to be used as bases for renewals of contracts, promotion, and tenure. The revised evaluation form will not be used for such purposes. The Academic Committee feels that student ratings may be one of the faculty's best protections against evaluation by gossip or hearsay, or by the complaints of a few dissatisfied students. (Cont'd on Pg. 7)



Pat Holden elected; Stresses responsibility

Pat Holden '69 was elected recording secretary of the Student Association in a special election held recently. Miss Holden, a resident student who comes from Cleveland, Ohio, is a sociology major. Her platform read as follows:

An individual's freedom ends at that point where the rights of her neighbor begins. If everyone firmly believed this and lived according to it, we would live in a world where every individual took her wet boots off at the school door because she was worried about other students slipping on wet stairs and floors, where every individual took her own dishes back in the snack bar because she has no right to impose her mess on another's existence, where each student came to class prepared because of her obligation to the teacher and her classmates as an active participant in discussions. But the ideal is a far cry from the reality of everyday existence. No one can make you want to fulfill your obligations as a member of this community on campus. But a student government can and should provide an example of what could be, and prevent as well as it can the violations of the majorities' rights by a small minority of individuals so important in their own eyes that they are above the duties imposed on the common herd of mankind.

A student government should be the most efficient and practical way of handling the bureaucratic paper work necessary to do what is really important. A student government is the machinery for students activities. Its members are leaders in the sense that they should provide a general direction for action but they are also representatives and should occasionally look back to see if anyone is following them.

Christmas Library Hours

December 27, 28, 29, 30
and January 2
9:00 a.m. to 4:30 p.m.

Defense Secretary Resigns; Appointed World Bank Head

By SANDY FARRELL '68

Recently the word came forth from the Capitol that Secretary of Defense Robert McNamara would resign his cabinet post to become head of the World Bank. This news has many possible ramifications. For some, the departure of one of the last new frontiersmen means that the credibility gap has become a black chasm. It may represent a rejection of his anti-escalation stand for the militant demands of the generals to wage a "real" war, the victory of the often visionless general over the sometimes fallible but far seeing political scientist. These questions deserve thought but the answers will come soon enough. This article will deal with Mr. McNamara's contribution.

The conduct of the war seems much less than outstanding and many decisions like those vetoing the Nike-X anti-missile hardly won him many points in Congress or his anti-escalation rationale, the undying regard of the brass. But by applying the same administrative genius that made him head of the auto industrial giant, he did that for which Congress holds the warmest spot in its heart. He centralized and

economized the Pentagon to the tune of \$100 billion savings. As for the military, if he refused to give the air force a new manned bomber, he leaves them a nuclear strike force which is capable of meeting the Soviet Union. His tenure saw the number of nuclear attack and polaris submarines rise 430% and 820% respectively, and the total number of Polaris and Titan and Minute Men ICBMs reach 1,710. He also made their war machinery flexible. He built the nuclear force without promoting an irresponsible arms race. As he cut away the expendables, like a plethora of unnecessary airbases, he increased our ability to resort to non-nuclear defense instead of nuclear war. In short, he was able to do what Truman did; he asserted effective civilian control over the Pentagon. He had a view of defense, not offense.

Newsweek called him: "A truly great Secretary of Defense, probably the greatest the world has ever known." He gave up his prestigious and lucrative industrial post to serve his country in a thankless, difficult cabinet position. Now he will apply his intelligence and organizational expertise as head of the World Bank for the World.

NMSC Revises Scholarship Program

EVANSTON, Ill. (CPS) — The National Merit Scholarship Corporation (NMSC) will phase out its four-year national scholarships next year, and replace them with a less costly program of one-year, \$1,000 awards.

The change is a result of a cut-back in the amount of funds granted to the corporation by the Ford Foundation, according to Harold Harding, NMSC's director of information. Ford has supplied funds for all the national awards in the past.

The industrial, or sponsored scholarships, will not be affected by the impending change Harding said. The sponsored awards make up the bulk of the financial assistance given out by the corporation—there were about 1800 sponsored awards made last year, and only 600 national awards—but the national scholarships have always been regarded as the more prestigious of the two kinds of awards.

According to Harding, the corporation plans to award about 400 national scholarships next year, and none the year after. It will phase in the one-year awards during the same period.

The NMSC official said the total amount of financial aid given out by the corporation over the next two years would remain at about the level of last year's aid, which he estimated at \$7.8 million. Sponsored awards will make up a larger percentage of the total, however. Harding

predicted that 2,000 sponsored awards would be given this year, and about 2,200 next year.

Since 1956, when the corporation was founded, several hundred high school students have been chosen from among the National Merit finalists each year to receive the national awards. (Last year there were 14,000 finalists). Every state was given a quota of national awards, with the winners from each state being selected by a national board, composed mainly of college admissions officers.

The awards were given for a four-year period, and ranged in amount from \$100 to \$1,500 per year. According to Harding, the national board selected recipients more on the basis of factors like their high school performances and extra-curricular accomplishments than their scores on the NMSC's qualifying test. The test, Harding said, has served mainly to decide who the finalists will be.

The sponsored awards, most of them given by corporations or private donors, usually establish one or more criteria for the selection of recipients. Harding explained that "commonly, the criterion is that the recipient be the son or daughter of an employee of the sponsor. There are others, however—some of the sponsors want recipients who are going to a particular school, or come from a particular state, or even a particular county.

MERRY CHRISTMAS

New Liturgy Defined By Univ. Students

By KATHIE KENNEY '70

Fr. Schauer, head of the Newman Center at the State University of New Mexico at Las Cruces, New Mex., was on campus last week to explain the new liturgy of the Church as he and the students at the University have defined it.

Fr. Schauer first explained that the slides the he would be showing and the material presented in the slides were all done by the students, most of whom are in the sciences and in engineering.

The chapel at the Newman Center was built by the students six years ago. The students meet in the center to discuss and learn about the various aspects of the Bible.

Fr. Schauer went on to say that man has always needed to find his God in a place and that the work done at the Newman Center showed the students the many places in which God has been found.

For instance, various Masses were held at the Center in which various hosts took part. These hosts, representing different walks of life, were appropriate for that specific name day on which the Mass was held. The Kiss of Peace was given in a manner that represented that particular person's occupation. For example, a physician's Kiss of Peace was placing of the hand on the forehead, to represent the doctor's job.

For each Mass from September to December, the student did research, finding valid sayings and meanings for the Mass. They designed huge tableaux to explain about the saint for that day, and about the appropriate symbols used to represent that saint.

As the slides were shown, Fr. Schauer explained what the purpose was for the students doing a particular thing and what they at the Center had done.

One observer commented, "It was an educating evening in which we at Rosary Hill, who are experiencing our own religious 'revolution,' could see what students in another part of the United States were doing in their celebration of the Mass."

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Paranormal Healer Participates in Research Project on Enzymes

By DENISE LANDRY

Colonel Oskar Estebany has returned to our campus for a two week stay to participate in research problems initiated last summer by Sister M. Justa Smith, Chairman of the Chemistry Dept. The Colonel claims to have the power of healing by the laying-on-of-hands. He has a thirty year history of success to support his claim. However, Sr. Justa feels that if he—or any other paranormal healer—has more than "psychological healing" going, then he should be able to affect enzyme activity, since most disease can be traced to the failure of some enzyme system. In her own words, Sister Justa stated, "If illnesses are initiated at the enzyme level, then therapy should be evident at this same level."

Sister Justa is well qualified to conduct such an investigation. She has a Ph.D. in Biochemistry and has specialized in enzymology. The present study is supported by a grant from the Shanti Foundation. The results are interesting and they are in preparation for publication.

Colonel Estebany, a descendent of the Magyars, was born and raised in Hungary. At 14 he was a cadet and in W.W. I he was a Lieutenant. Rejoining the Army at age 23 he remained till after the Hungarian Revolt in 1956.

In the mid 30's as a cavalry officer he first became aware of his healing powers. Horses that he massaged healed better. Sick animals seemed to gravitate toward him. It was in the 40's that he began working on people and in 1947 he received medical recognition when he cured a physician's son. Since that time he has worked with a great number of physicians throughout the world. At the present time he is living in Montreal and he is working with Dr. Bernard Grad of McGill University whose investigations deal principally with plants and mice.

Colonel Estebany has no theory as to how his gift came about; he simply considers it a gift of God and he feels that it is through him that God works cures.

'Children of Hiroshima' Stirs Debate Over Dropping A-Bomb in W.W.II

A stirring movie entitled the "Children of Hiroshima" was recently shown on campus. It is the story of a young girl, a school teacher, returning to Hiroshima seven years after the war to see how tragically the war has affected the lives of its people. She sees an old friend, who is now blind and a beggar. She encounters a man, who takes ill and dies suddenly from affects of the bomb. A young woman is crippled for life. Another woman will never have children. Recurring effects from the bombing keep the event fresh in the minds of its people.

Should the bomb have been dropped? Twenty-two years later, can we evaluate this question?

Supporters of Truman's decision claim that the war with Japan would have continued for some time causing the loss of more lives than were lost at Hiroshima and Nagasaki. Hiroshima was bombed August 5th and Nagasaki on August 7th. Japan surrendered on the 9th. Some historians claim that the Japanese army officers urged the government to continue the war even after the two bombings. With this in mind, some historians claim that if the bomb had not been dropped, the Japanese would have continued the war for some time.

Those who argue against the dropping of the A-Bomb claim that the lives saved were American and the Japanese lives that were lost were civilian. These historians claim that Japan was

ready to surrender before the bombing of Hiroshima, therefore, the bomb was unnecessary. Those who disagree with Truman's decision also felt that one city would have sufficiently demonstrated the military might of the United States. Those who question the decision are citizens of a world that must constantly face the possibility of nuclear destruction. Further, some stated that the United States has so far shown an inability to use her nuclear capacity as a psychological weapon in the Cold War and she also has to deal with the post war judgements of other nations. To many of these nations, American idealism is negated by her actions of August 5th and August 7th.

Campus Reopened to Dow Recruiters

The State University of New York has received its campus to recruiters from the Dow Chemical Company and the armed forces. Such interviewers had been temporarily barred due to the threat of protests, however, they will now be allowed to solicit students.

Monday twenty-five students were scheduled to be interviewed by the Dow Chemical Company and members of MOB and the SDS promised to sponsor "non-violent obstruction". The University Council passed a resolution that stated that picketing must be orderly and can not interfere with normal school activities.

It continued that students who commit violations of the rules governing behavior in such cases will be subject to penalties which may include suspension and dismissal from the university.

Dr. Richard Siggelkow commented "The university has an obligation to protect the rights of those students who wish to participate in these interviews."

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Heard About Students' Obligations to Teachers

By PAT HOLDEN '69

The difference between things as they should be and things as they are is a far greater contrast than the difference between black and white. I ask several different students what they feel is the students' obligation to the teacher in a classroom situation.

The ideal situation as one girl puts it is one in which each draws the other out, the student having as much to contribute as the teacher. In order to open the lines of communication the student should prepare for the class, taking into consideration the nature of the course, lecture or discussion.

Some feel that irregardless of what the teacher says, the student should at least have the respect to listen. This optimist says there is always something to learn, even if it is how not to teach. Another spoke of the realization that a certain respect is due the teacher simply because of his position, even if what he says must be taken with a grain of salt (a large grain).

There is a difference in opinion on the compulsory attendance of classes. One girl feels that a conscientious student should always attend class. But, still there shouldn't be compulsory attendance because many of the classes are a waste and she has never missed a class that was enjoyable, stimulating, and taught by an enthusiastic teacher. Another feels that it is not the students' responsibility to attend class especially if the teacher takes the test from the book and has commented that one can take notes if one wants to stay awake. But the girls feel the student has the responsibility to attend and participate in seminar. A person gets out of classes exactly what she puts into them, comments one student who then goes on to say that the student has the obligations to herself not to the teacher, and if the teacher is "lousy" he doesn't deserve to have the student attend. A transfer student looks at it from another angle, stating that the student doesn't have an obligation to the teacher because she is paying for her education; it is up to the individual to take what she wants. This student also feels that unlimited cuts would only encourage the student to cut and even if the teacher teaches from a book, there is still added discussion and question in class which bring out different aspects

of the material and different information.

Another student feels that students should participate simply because that is what justifies the teacher's existence.

After listening to various opinions, I then wondered whether or not there was effective communication in the classroom. I therefore asked what the students felt actually happened in the classroom. There were many different answers. Some said that students don't prepare because it simply takes too much effort; others said that they don't speak out in class because they are afraid of being "mocked out" not only if they say the wrong thing but also if they say the right thing. How many times have students complained about someone who did really well on a test because her high mark ruined the curve. In some instances, one person monopolizes the attention of the teacher. Other times the teacher becomes a victim of that vicious circle where the less the student participates, the less enthusiasm he or she can work up.

Although active class participation is still upheld as the ideal situation here, it is of little consolation to those teachers who get little response, class after class.

U.B. Abolishes Women's Curfew

As of December 11, all curfews for women in residence—at the University of Buffalo will be eliminated.

This announcement was made by a resolution of the Inter-Residence Council which stated: "one of the fundamental goals of a university education involves the building of individual maturity and judgment through the assumption of responsibility."

"A system of curfews only delays this process of building the individual responsibility which is so vital to the education of the students involved.

"Adjustment to this type of university life may be best realized through the individual involvement and experimentation in deciding one's abilities and limitations. In view of the above, any curfew must be self-imposed if it is to serve an educational purpose."

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Editorials

We Believe . . .

"Every time I hear a new-born baby cry,
or touch a leaf,
or see the sky,
then I know why
I Believe"

Sound familiar? These words of a popular and moving song can best express our Christmas message to you. For, we too, believe.

We believe we live in a happy world, though the evil in it seems ever-dominant. We refuse to abandon hope and escape, to be a pot-head or a hippie. The things that are wrong can be changed, those that are right maintained. If we only care and have faith, all will succeed.

We believe we have the potential here to shape an institution into a living being. We want Rosary Hill to have a spirit she lacks now but can attain. We are confident that apathy isn't a necessary part of every school and we can banish the word if we want.

We believe that justice will one day come to all men. The hate of prejudice and bigotry can disappear if we have the courage to stand up for what we believe. That doesn't mean we must march off to Alabama but simply never compromise our principles. We can not sit and listen as a demagogue rants; we must jump to our feet and acknowledge the equality of all men.

We believe there is a God and will defend Him even in the presence of the most rabid atheist. We are not afraid to criticize our generation as well as our elders. Since we believe, and believe firmly, we are ever-ready to give of ourselves to the utmost.

We believe there is good in everyone. How easy to say that now in the Christmas spirit but so much more difficult to affirm it later. But, it's true! Every human has some quality that makes him worthwhile.

And so, at every Christmas/New Year, we formulate suitable platitudes telling of our idealistic philosophy that is laughed at or never read by our materialistic peers. If only once, we all stopped and realized how wonderful life is and how we truly need each other.

Guest Editorial

Dear Students:

Your editor asked me for a Christmas message for you. I don't have one, but I can point to one particularly appropriate for college students in the "let yourself go" go-go era of 1967.

Some of you are asking yourselves searching questions these days. "Is the old morality out-dated?" "Is this give-in-to-every-deep-urge psychology the valid attitude after all?" "Might it be true that God is dead?" "Are we making too much of this involvement bit?"

The negative hypocrisy of some of your pietistic elders has led you to revolt against religious forms of any kind.

And then comes Christmas. Paul, God's brilliant letter-writer, Paul, who rightly claimed to be all things to all men (a modern to the moderns) wrote the Christmas message for you. You will hear it in the epistle at Midnight Mass. It begins with an exclamation of joy and proceeds to outline the ageless program for Christlike living.

God's favor has appeared, bringing salvation to all men. It trains us, once we have rejected **godlessness** and **worldly lusts**, to live a life of **self-control**, **holiness**, and **piety** in the present age . . . **enthusiastic for noble deeds**.

May the enthusiasm natural to your years become a deeper, super-natural enthusiasm so that it drives you on to those noble deeds waiting for you.

In the third Mass for Christmas day, the psalmist urges us: "Sing joyfully to God."

Do that with your hearts and voices. I wish you the merriest, holiest Christmas you ever had!

Sister Angela
President.

Disgruntled Guest

Dear Editor:

Are many familiar with the way visitors, if not guests, are treated at RHC? These instances are true, as the diety of the Late Show says "I kid you not."

A rainy day several weeks ago found me on the way to visit, your pride and joy, the Wick Center. I immediately found a parking space at its entrance. But a member of your security force informed me, using "stupid" in the process, that the spaces were reserved for those possessing RHC parking stickers. This was indicated by a sign at the EAST end of the lot. He noted that "visitors" spaces were provided at the entrance, at the WEST end. Can anyone think of any spaces further from the Wick?

In an attempt at visiting the dorm another time with a friend, we parked in front of Lourdes Hall, thus avoiding the before-said lot. This was met by a nun who stated that the signs on the trees on the other side of the road mean No Parking on the dorm side also. We then moved to the strip immediately in front of Duns Scottus. This same nun followed us saying that there was no parking there either, even though there are no signs saying this. When a civil question as to WHY? was answered by being called "Impudent," we left.

The instances go on and my experiences are not unique, I hear from others. What is laughed off being Red Tape is really a very un hospitable greet-

ing for visitors. The student body, friendly and outgoing, is being degraded by the college staff. A simple thing as walking on the grass should not be punishable by a scouring with rosary beads.

Canisius is not close to perfection but casual visitors are not abused by the college staff.

Yours truly,
BS
Canisius '68

Enough Programming

To the Editor:

As a "programmer" privileged to sit on Wick Board, I am compelled to comment on the story in the December 6 issue regarding our Campus Center. I found the students' thoughts about the Wick generally favorable, I admit. But "one student wondered why there is a lack of programming now that we have adequate facilities."

I don't know where this child has been, but evidently it was not anywhere near Rosary Hill these last three months. Or perhaps her idea of programming and mine simply do not coincide. But let's just think for a minute. I was under the impression that programming meant having speakers on campus—like Pearl Buck, like Michael Dillon, like Judge Mattina, like Father Schauer. I thought it meant lecture programs—like "Art East and West" or a European travelogue. I thought it meant stimulating films and discussions—like "Children of Hiroshima" and "Crime and Punishment." I also thought it meant plays, and chor-

al concerts, and dance recitals. I thought it meant open forums on important issues—like a new state constitution. Need I continue? If that does not constitute programming, what does?

"We say we're too busy studying to become involved or acquainted with that expressway passing by us. But we lie. All the 4.0 indexes in the universe can never compensate for a closed mind or indifferent brain." I have nothing against 4.0 indexes, but I'm also a firm believer in not letting one's school work get in the way of one's education. And that's what people around here are losing out on—an education. The lounges, snack bar and game room are filled with people day and night. And when an event is a flop, it's blamed on the programmers. It's too bad when twenty people show up for a film and panel discussion. And it's too bad when two people out of 1200 have the time to come to a committee meeting.

Those of us who try to plan events for this campus cannot think for the masses, although we plan with the masses in mind. But what are we to do when no one cares to come to anything we plan, yet no one can offer better suggestions? It seems as though in order to get a crowd anywhere, you have to serve cookies and punch afterwards. The Wick Directors are more than happy to try to program anything within reason that is of interest to students and faculty. And we will be the first to admit that since the Wick Board is newly established, the kinks in the system are still being worked out. But it is rather discouraging to spend time, effort and money with no result.

Next semester will bring the Week of the Arts and a major political speaker. I am beginning to wonder whether there will be audiences. I cannot put my finger on the reason for the apathy that seems to be engulfing us. I wish I could. I can only hope that each one of us will take time out for a little self-examination. Why did we come to college? To be leeches—always taking and giving nothing in return? Or did we come here to become educated young women, able to better ourselves, to complement our husbands and families, and to take our places in a world that will be finer for our presence?

Respectfully,
Noreen O'Hagan '70

Caution: Love and Happiness

By B. C.

An Open Letter to Santa Claus

Dear Santa:

I am a student at Rosary Hill College . . . no, not Rosary College . . . no, not St. Rose College . . . Rosary Hill College . . . Rosary Hill . . . no, not Rose Hall, Rosary Hill . . . yes, that's it, Rosary Hill. I'm writing to you because I can't find you, and I thought perhaps an "open" letter would help. Look, Santa, we've already dedicated three Christmas trees to you . . . the next thing you know, you'll want us to sacrifice our clocks too. I've

CORRECTION

Father Cavanaugh, cited in the Dec. 6 edition of the *Ascent*, is not the former head of Notre Dame University.

searched for you in all of the feasible places on Campus: Sunday Mass, the Roquefort Dressing; the Wick roll (it turned out to be a poster) . . . yet, all I've found is mysterious clues from your beard.

I looked for you in the game room, but I slipped and cracked my head on the super slick "see up your dress" floor. I looked for you in one of my classes . . . but all I found was an undercurrent of your "ho ho ho." I looked for you in a group of students but all I found was eight shiny reindeer. Last night, I looked for you in the Snack Bar, but by the time they cooked my hot dog, I forgot what I was looking for.

Yesterday, I walked up to someone that looked like you, and I said the secret words, "I like Rosary Hill College," and the guy handed me \$5.00 for the "Lie of the Week."

Santa, this quest is getting sickening.

You're not supposed to be the guy that's "Away in a Manger" so how about if you "Gimme a Little Sign" to prove you're there:

BOOM. CRASH. LIGHTNING. THUNDER. (up and away):
aha!

there's a tinsel Christmas tree following me (it's all a question of cybernetics) and if I don't sip my scotch I can't cross the parking lot . . . to see bells, silver bells rings, and fat old alcoholics laugh in red suit and fly high for Sky King's second coming, 'cause the red and green lights are blinking regularly, a dime a dozen, a nickel an egg nog.

"Yes, Virginia, there is a Santa Claus," said a wise, old man.

Is there?



Happiness is your watch stopping in the Wick! "

Christmas Wishes

We canvassed our staff to find out what their special Christmas wishes for themselves and fellow students might be. Replies (it might be noted) seem to be on-track:

- A 6'3" Niagara senior
- A new food service
- Instant term papers
- A separate phone extension
- A 6'3" Bonaventure senior
- One kind letter to the editor
- Clocks for the Wick
- One interesting teacher
- A. U.B. grad student (6'3", of course)
- A traditional Mass
- Snow
- A 5'6" Canisius freshman (the staff pessimist, naturally)
- Trees for in front of Dun Scotus
- A conservative C.P.S.
- More help
- A telephone call from any guy
- Answers to the final
- Exemptions from the finals
- A Florida tan
- Passage of the drinking bill
- One nice word for our editor
- A kind look for our editor
- A simple "hi" for our editor
- Will someone please talk to our editor!

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Homogeneity of sex, religion at RHC Cited as obstacles to intellectual vitality

By DR. J. EDWARD CUDDY

I am distressed to discover that Rosary Hill College is an unhappy place for many of her students. Many girls, by the beginning of their junior year, regret their decisions to pursue higher studies at this institution. The tragedy is that many of our best students are among these girls; and the lack of intellectual excitement looms large among the reasons for their disenchantment. (These observations, I must confess, are the results of only casual conversations—not of hard scientific investigation. A *priori* reasoning and prejudice have saved me much time and research in preparing this article.)

Homogeneity, I submit, is one of the root causes of the morgue-like atmosphere which often maintains on campus. The place is just crawling with too many girls, too many whites, too many Catholics, and too many middle class undergraduates. And the all-girl Catholic high schools from which so many come have undoubtedly contributed to the monotonous composition of the student body.

The male presence, or lack thereof, is an item that deserves special consideration. The complaint is often heard, even among the students, that Rosary Hill girls have little to talk about except boys, dates, and marriage. This bleak picture is probably natural in a situation where girls are starved for male companionship. (It's not really "starvation," one student told me, just "malnutrition.") A number of girls would prefer a larger male presence simply because they find the conversation of men more substantial and more stimulating than that of women. They would like the luxury of male companionship without the romantic implications that are read into the situation when those rare animals appear on campus.

The presence of male students in the classroom would also promise a more stimulating interchange of ideas and viewpoints than the bland talk that too frequently passes for discussion. But girls feel more free to express themselves, I am told, when they are uninhibited by the presence of men. This argument has some merit. Yet, by accepting it we are reinforcing the idea (already too strong in our society) that women are intellectually subordinate to men. In effect, we are institutionalizing the proposition, that woman can not lead an independent intellectual life of her own, that if she has ideas she must express them only when men are not around. Is it not possible that a co-educational Rosary Hill could foster an atmosphere of intellectual generosity for women—an atmosphere in which the ability to think hard thoughts, and to articulate them effectively in mixed society, would be part of the very concept of femininity. As it stands, femininity often implies that females should echo the ideas of their boy friends or husbands.

The romantic possibilities of a co-educational Rosary Hill should not be overlooked. Many of our students are attractive personalities, but don't quite have the sex appeal to attract a fellow at the casual mixer. They need more time for their hidden charms to work on members of the opposite sex. Resident students especially, caught in this trap, must wait until they return home until the romantic phase of their lives revives. As an educator, I am not directly concerned with the lonely hearts that thrive on campus. But I can't help but feel that datelessness and loneliness

can lead to intellectual listlessness. We should think of the academic possibilities of more romance at the Hill.

The religious homogeneity at Rosary Hill is another obstacle to the development of a healthy intellectual vitality. Seton Hall University is currently advertising its wares with a picture of a student wearing a medal and chain. The medal on the chain, however, is a symbol of the Star of David. The caption accompanying the picture reads: "Can a Catholic University be both Catholic and a University? The sons and daughters of Seton Hall, of many faiths and hues, attest that it can be and IS."

Most of the great cultural periods in Western Civilization, Ancient Greece, for example, Medieval Europe, and Renaissance Italy were stimulated by contact with different cultures. Rosary Hill, like many Catholic colleges, minimizes the cultural diversity which puts an edge on thought and makes the intellectual life exciting and adventurous. Solid courses in Protestant and Jewish theology, taught by Protestant and Jewish scholars, could make Rosary Hill a campus where non-Catholics could secure intellectual foundations for their religious beliefs. And a stronger Protestant and Jewish presence would provide our Catholic students (and teachers) with a broader perspective and more vigorous response to their own religious tradition. (A heady influx of Protestant and Jewish money wouldn't hurt the cause either.)

When all is said and done, we must accept the fact that Rosary Hill College, as it now stands, is under the heavy hand of homogeneity. And mature people

must always work with the situation as it is, not as they think it should be. Perhaps it is just as well that we can point to the situation as the cause of our woes—this saves us the pain of pointing to ourselves. Yet, the perennial human task is to get into a situation—and then make the most of a bad situation. If we are in a bad situation here at Rosary Hill, then let's make the most of it. Perhaps, the real explanation of our problems is that we don't really love one another. It takes love for a teacher to face a bunch of listless zombies, overcome his own inertia and struggle to instill in his students a love for learning and truth. It takes love for a student to contribute generously to Rosary Hill's intellectual growth when she feels that too many colleagues are bland and too many teachers incompetent. At too many times and in too many places we are turning each other off. If we loved one another, we would turn each other on. For if we "speak with the tongues of men and angels, and have not charity we are as sounding brass or a tinkling cymbal. Charity is patient, is kind, beareth all things, believeth all things, hopeth all things, endureth all things. Charity never fails away, whether prophecies shall be made void or tongues shall cease or knowledge shall be destroyed. . . . When I was a child, I spoke as a child, I understood as a child, I thought as a child. But, when I became a man, I put away the things of a child. . . ."

"Stop acting like children," St. Paul seems to be saying, "and start loving like adults." For love, even amid shattered dreams and frustrated ideals, is active, persistent, productive. That's what life is about. Maybe that is what Rosary Hill is about.

Review:

H.M.S. Pinafore

By MARY CAROL MADEJ '69

When the "H.M.S. Pinafore" was first presented in London in 1878, the production ran for 700 consecutive nights. This renowned play, since that time, has been produced for audiences all over the globe. It was with great pleasure that Studio Arena Theatre announced that the "Pinafore" would be staged from December 7, 1967 to January 6, 1968.

The story concerns a common sailor who is in love with his Captain's daughter. Considering his plebeian station in life, his aspirations for a happy union with the young lady seem to be doomed to frustration. The complications of his attempt to elope with Miss Josephine and the final "deus ex machina" solution, fill the viewer with warmth and provide moments of tender concern for the young couple.

The main character, Captain Corcoran, played extremely well by David Rae Smith, is a man right after any Victorian woman's heart. He is kind and loving, somewhat obstinate to his daughter's "foolish" desire, and he delights his female guests with his explosive (and unexcusable!) "Damn!"

The young couple of Ralph Rackstraw (Able Seaman) and Josephine Corcoran was played by Milton and Ann Bailey, husband and wife in life. Both parts were presented with enthusiasm, charm and youthful innocence. Mr. Bailey's clear tenor assured everyone that the words of his

songs would be heard, and, more importantly understood by all the audience—even the people in the farthest corners of the theatre.

The supporting characters of "Little Buttercup" and Sir Joseph Porter, K.C.B. had an appropriate charm and provided a good deal of the comic relief. Sally Birchhead's rendition of the famous "Poor Little Buttercup" is the highlight of the opening scene.

Not to be forgotten, in the dispensing of laurels is the group of Sailors and Marines. Their "naval" dance steps and positions were delightful. Combined with the First Lord's retinue of "Sisters, Cousins, and Aunts," the blending of voices was hearty and pleasurable.

The whole production of "H.M.S. Pinafore" can be judged a success by all standards. The costumes, scenery, fine performances and above all crowd reaction spell "HIT" for the Studio Arena Theatre.



Past Main Street

Natale a Bucciano

by Jo Jo Seggio '68

Despite the growing emphasis on the commercial aspect of the holiday season, I personally feel that Christmas for most Americans still remains that special time of year spent with loved ones and friends. Because this is true for me, one of the biggest drawbacks that I had in deciding whether or not to spend my junior year abroad, as petty and sentimental as it may seem, was the thought that I would have to spend Christmas away from home. Naturally, I'm glad that this Dec. 25th will find me in Angola, New York, with my family, but I have to admit that for years to come, Christmas '66, the Christmas that I spent in Italy, will be the most memorable time of my life.

Many Americans, tourists, students, servicemen, etc., enjoy the wonderful opportunity of spending the holiday season in this Mediterranean country. By my experience, it was like no other. Christmas Eve did not find me in Vatican Square with thousands of tourists and native Romans eagerly awaiting the Pope's appearance on the balcony to give his Christmas blessing. I was not riding down a Venetian canal in a gondola, nor did I get photographed in front of the Leaning Tower of Pisa. Nothing so romantic. My Italian holiday was almost entirely spent in a small town called Bucciano, approximately 40 miles from Naples.

A fellow French concentrator and one of my dearest friends, Micki Pugliese, was born and spent the first eight years of her life in this town, and together, one December afternoon, we started the long train ride from Lyon, France, down the coast of Italy to Naples. Our ultimate destination was, of course, Bucciano, and it is there with her uncles and aunts and millions of cousins and friends that I spent Christmas and New Year's.

Bucciano is a small town like none you have ever seen. There is only one intersection, which serves as the gathering place for the male members of the community, and there are two main streets, both of which only lead to other small towns. With the exception of a delicatessen, a small shoe store, and a butcher shop, there is no commerce as we know it. Although many of the men have to spend eight months of the year working in Switzerland, most of the people are farmers and their income is not always what it should be. The homes, which in most cases only consist of a kitchen and bedrooms,

are void of electrical appliances, except perhaps a radio. All cooking is done over the fireplace, which also serves as the heating system. All washing and sewing is done by hand.

Of course, my purpose here is not to describe the poverty that exists in Southern Italy. I only feel that the above description is necessary in order to communicate to you, if it is at all possible, the genuine human relationship that I encountered among these people who have nothing and yet gave me everything.

During my entire stay, I was not for a moment considered a rich American tourist. I never once felt that Micki was the loved and missed member of the family and I only her friend.

Micki's cousins slept on the floor and three in a bed so that we could enjoy the comfort of our own bedroom. Although our sleeping quarters were always at Zia Lucrezia's or Zio Peppino's, there were always "discussions" among the various aunts, cousins and friends concerning where we would eat our next meal. Italian hospitality is such that we often found ourselves having to eat two or three big meals a day in order to keep everyone happy.

There were no distractions such as television, movies or beer blasts. Our evenings were spent around the fireplace simply talking (by the way, I was able to communicate, although I don't speak Italian) and enjoying each other's company. My great pleasure came from personal communication with real, live people—the most wonderful people in the world.

The holiday itself brought no neon Santa Claus, no Christmas trees, and no New Year's Eve parties to Bucciano. There was no wrapping paper and ribbons all over because there was no money for gifts.

Two days before, Micki and I had been joined by Kathy Sayre, Mary Frances Radice, and Pat Lane, also Rosary Hill students, and Christmas Day found all five of us enjoying homemade "Dino" and a delicious meal (which lasted all day), with Zio Michele, Zia Lucrezia and the entire family. I'm sure that the other girls agree with me when I say that we were not made to feel that we were part of the family, but that we actually were.

Christmas "giving" in Bucciano is from heart to heart and not from pocketbook to pocketbook. The sincere love and friendship which I found there was the most perfect gift which any human being could ever give to another on the day of Christ's birth.

Unfortunately, however, my stay in Bucciano ended all too quickly and my long talked-about plan of spending Christmas in Italy with Micki and her family is now only a memory. This memory, which might be judged by our society today as having no educational or practical value, is nonetheless what I consider the most valuable asset that I acquired during my entire stay in Europe.

Zio Peppino, Zia Lucrezia e tutti quanti, Mulate grazie e Buon Natale.

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Faces in the News:

George Corley Wallace

by Maryanne Casey

In recent months, George Wallace has been vigorously campaigning across the nation to gain support for his American Independent Party. He maintains that he is running, not on a third party ticket, but rather on a "new party," one on the grounds that the national Democratic and Republican Parties are one and the same. He hopes to carry enough states to block either of the major party candidates from winning an electoral college majority, thereby throwing the decision to the House of Representatives.

It has been said of Wallace that his one rule of political combat is that the best defense is a good offense. When interrogated on the problems of integration in Alabama during an interview in New England, he responded: "First, let's talk about the problems of integration in Vermont." He is an adept, enthusiastic speaker, dramatic in gesture and adaptable to circumstances.

On Aug. 25, 1919, in Clio, Alabama, Wallace was born the son of a small farmer and local political figure. In his youth, he was Golden Gloves champion of the state for two consecutive years and was president of his senior class.

His father died shortly after he entered the University of Alabama, so young Wallace was forced to work his way through school by odd jobs, including waiting on tables, shoveling coal and driving a taxi. In 1942, he was graduated in law.

At this time, he began seriously dating Lurleen Burns, a clerk

in a Kress store. In May of 1943, they were married, when she was sixteen. George served in the Air Force until he was discharged in 1945 and for the bulk of the period, Lurleen traveled with him from base to base.

Back in Alabama, after service, he was elected to the state legislature. During this period, he sponsored the Wallace Industrial Act which authorized localities to assist in the lease-back construction of plants for new industries. He also led in the creation of a system of vocational and technical institute in conjunction with community labor needs through the Alabama Trade School Act and sponsored an anti-lottery act.

In 1952, he ran for judge of the Third Judicial Circuit. This move has been cited as a temperamental error in that George is "a fighter, not a referee," but it did provide a stepping-stone for him into Alabama politics.

In 1958, Wallace opposed John Patterson for governor on a strong segregationist platform: "We shall continue to maintain segregation in Alabama, completely and absolutely, without violence or ill-will." Patterson, an even more vehement segregationist supported by the Klan, won the Democratic nomination.

After his term as circuit judge expired in 1959, Wallace returned to private law practice and began to prepare for the 1962 gubernatorial race. He traveled around the state, telling audiences "the things they wanted to hear," as his biographer Bill Jones puts it. Solemnly he pledged that he would "stand in the school house door" to prevent integration of Alabama's schools and denounced

"the Federals" at every opportunity.

Early in his term the realization of this pledge focused the attention of the nation on Gov. Wallace. He refused to allow Negroes, Vivian Malone and James Hood, to enroll at the University of Alabama despite the federal court order that they be allowed to do so. When Nicholas Katzenbach, accompanied by U. S. marshals, delivered a Presidential proclamation and federal court order, the governor stood in the door of Foster Auditorium and harangued: "I stand here today as governor of this sovereign state, and refuse to willingly submit to illegal usurpation of power by the Central Government . . . It is not defiance for defiance's sake, but for the purpose of raising basic and fundamental constitutional questions . . . My action seeks to avoid having state sovereignty sacrificed on the altar of political experience."

As a result, the President federalized the Alabama National Guard. Wallace delivered a speech concerning "the trend toward military dictatorship in this country" and then allowed the enrollment of the Negroes.

In 1964, Wallace entered the Presidential primaries in Wisconsin, Indiana and Maryland. In Maryland, he polled almost 43 per cent of the Democratic vote in a contest with Brewster, a favorite son representing Johnson. Wallace declared this an indication "that there is a heavy undercurrent of resentment among the mass of the people toward the solution of all problems with more federal force and more takeover of individual liberty and freedom."

(Cont'd on P. 6)

As of January 1, 1968 . . .

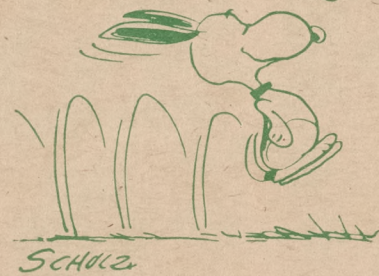
By THE HILLTITES

I do solemnly swear . . .
—never to go back for seconds at dinner without my ID card
—always to remember that "sports attire" excludes dungarees, sweatshirts, sneakers, tee shirts, cutoffs (in other words, Villager pant-suits only — so what if I have sculpture?!)
—never to expect my mail to be in my own mail box
—to earn my teaching degree, attain employment at RHC and smoke, smoke, smoke in the dining room
—to find out which secret society holds its meetings on the second and third floor landings between 11:20-11:30 and 12:20-12:30
—casually to enjoy my meals in the clockless rooms in the Wick
—even if I have been late for

two classes per day all semester
—to find Duchess, "our new guardian angel," a Duke
—to find out if the Rosary Hill-Statler Hilton contract has been renewed for September '68 and if so, I will eagerly and diligently attend all future Girl Scout meetings on the art of camping out on campus
—to bless the new sidewalk at Mary Hall at least once a day and have my mud-caked loafers bronzed — the results of an old adage: "the mail must be retrieved through rain, snow, sleet
—and yes, even mud
—always to park between the "designated yellow lines" so as not to offend the diligent labors of some poor, yellow line painter
—to coordinate my sleep-in days with those of my teachers.

Rosary Hill College

Merry, Merry,
Merry, Merry,
Christmas!!!



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O Tannenbaum



Come Let Us Adore Him



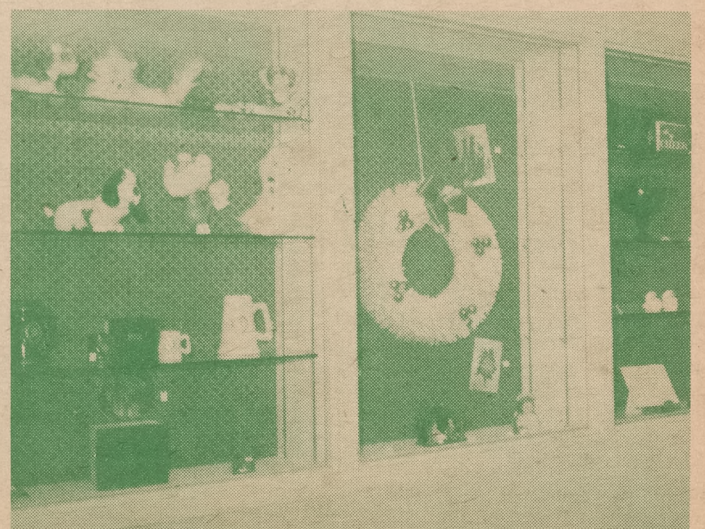
Here We Are All Together



Candy Not D's Makes Sister Marita Happy



Christmas Around The World



Giving Is Better Than Receiving

World-wide Tour Reveals Contrast in Art East and West

By JOAN MANCUSO

From ambling Hindu sacred cows to Rembrandt's house. From East to West. This is what more than 100 students, faculty, and interested off-campus art enthusiasts vicariously experienced in an unforgettable around-the-world trip as Prop. James K. Y. Kuo of the art department presented his slide-lecture, "Arts in the East and West." Prof. Kuo, with his wife and three daughters, returned in August from a year's sabbatical that took them to the leading art centers in 15 countries.

A man of dignity and immense knowledge of international art, Prof. Kuo showed his expert photography in about 400 colored slides as he began his itinerary with the first and longest stop at the commercial seat of the East, Japan.

Although this was his second visit to Japan, he still was fascinated with the leading art centers in Tokyo and Yokohama. He remarked the Ginza and Yeno are the large cultural and commercial centers in Tokyo where there are more than 100 art studies. Here he spent several weeks visiting the Tokyo Museum which has a "marvelous collection of ceramics," including ancient rare pottery from the Jomon Period in 1300 B.C. and beautiful Temmoku glazed pottery of the Sung dynasty in the tenth century A.D.

During his four-month sojourn in Japan, Prof. Kuo was fortunate to meet Shoji Hamada, one of the most influential ceramic artists in the world. At Mashiko Ceramic Center, he visited Hamada's studio where fifteen artists were working with Mashiko clay and the slab and wheel-throwing methods to shape the famous pottery. The nobori kiln, the typical Japanese ceramic kiln, also was a point of interest at Hamada's studio.

"This pottery is very expensive. The Japanese people save for many years. They have a kind of love for beautiful pottery, especially since they have their tea ceremonies once or twice a year," said Prof. Kuo.

Japanese artists seem to combine the traditional methods with the newer contemporary techniques as seen in colored wood block printing. They work with old wood-cut tools and new kinds of textured materials. Prof. Kuo even became friends with Tagima and Yoshita, both leading Japanese print-makers.

At this point in the presentation, Prof. Kuo injected some of his own philosophy of art into the lecture. "I like to see a personal statement in a work of art," Prof. Kuo said. "The artist must use the pictorial language to make this statement." However, the most important part is the spiritual content. Some of the Japanese prints contain this spiritual sense which he associates with an "inner life" represented by the pictorial images or graphic symbols of ideas.

Besides seeing the twelfth century bronze cast of the Great Buddha in Kamakura and the most unique but utterly simple Kyoto Rock Garden designed by the twelfth century artist, Soami, in the Ryoan-ji Temple, Prof. Kuo had a chance to see the colorful festivals and flower arrangements in Tokyo, meet Japanese Princess Chichibu at Bernard Leach's one-man ceramic show, and see young girls wear kimono as they attended a religious festival.

After a brief stop in Taiwan to see the rich collection of Chinese art in the National Palace Museum, Prof. Kuo visited the art centers in Hong Kong,

Singapore, and Indonesia. From these Oriental seats of art and culture, he went on to marvel at the age-old art treasures of India and Pakistan. There he found the majestic Taj Mahal Building and the stately Gate of India, the precious stone carvings in the Prince of Wales Museum, the ancient stone sculpture in the Elephanta Caves, and many more cherished art works. These served a striking contrast to the indescribable poor conditions in Bombay where he saw people literally dying in the streets while the sacred white cows strolled along the streets without disturbing anyone.

From Pakistan, Prof. Kuo traveled westward to the Giza pyramids outside of Cairo. The Kuo family journeyed to the dry, sandy Egyptian deserts where they saw the Sphinx and climbed the huge sandstone pyramids to look at the tomb of the Pharaohs. "I had my first camel ride!" Prof. Kuo quipped. Particularly noteworthy was the King Tutankhamun jewelry and art treasury that he saw in the Egyptian Museum.

Still marveling at the ancient Egyptian art works, the Kuo family crossed the Mediterranean Sea to Europe. Italy, one-time home of cultural patrons, offered The Golden Altar, one of the best examples of Byzantine enamel works, in St. Marco's Cathedral in Venice; the Sistine Chapel, and the Etruscans' terra cotta and sculpture in Villa Giulia Museum, in Rome; ancient ceramics and frescoes in Pompeii; Fra Angelico's frescoes in St. Marco's Museum, Michelangelo's Medici Chapel, and the Door of Paradise designed by Lorenzo Ghiberti, in Florence.

"Wandering in the Roman Forum was kind of a treat. Just to see the color and texture of the ancient walls was an impressive moment," Prof. Kuo commented. However, the past was mixed with the present in a saddened moment when the exquisite bronze panels on the Door of Paradise were shown with the damaged vestiges from the recent Florentine flood.

Prof. Kuo next visited Paris with its art center of Montmartre, the Gothic architecturally-built Notre Dame Cathedral, renowned Louvre, Rodin's Museum, and many of the beautiful chateaux in southern France.

In addition, brief stops were made at the Munich Art Academy in Germany; the Vienna Cathedral in Austria; and the leading art centers in Zurich, Geneva, Brussels, and Copenhagen.

It was in Spain that Prof. Kuo saw the original paintings of Goya and El Greco in the Prado Museum in Madrid and the Museum of Catalan Art in Barcelona in contrast to the modern paintings of Picasso in the recently opened Picasso Museum in Barcelona.

His fascination with seeing the actual tools and material used by the artists brought him to Rembrandt's house in Amsterdam, The Netherlands, where he saw Rembrandt's original etchings and drawings, and also the wooden press that he used. Again Prof. Kuo went to another house, but this time it was the home of the English literary artist, Williams Shakespeare, at the Stratford-on-Avon. "I got a chance to see a typical English garden," Prof. Kuo noted.

In England, the Kuo family also visited the National Museum in London, The Royal Academy of Art, and the British Museum, which has one of the best collections of Chinese art in the world. Thus terminated the comprehensive tour of international art cen-

ters for Prof. Kuo and his family.

Indeed, this was a rich experience and a valuable study and exploration of the past and present art masters and their works. "This gave me an opportunity to compare what artists did in the past to what they are doing now," Prof. Kuo reflected. "There's a kind of exchange between East and West because artists travel and study art in different countries. For example, internationally-known Spanish painter John Miro went to the East from the West to study art."

Like John Miro, Prof. Kuo has been an artist-traveler. His memorable trip mirrors his belief that "one needs a new vision of everyday life and thorough knowledge of the work of the masters — past and present — in order to create lasting beauty in any form of art."

Faculty Member Refutes 'Proof' of Morality of War

By JAMES PACK

Operator—"Axiom: 'Human life is a value'. Instructions: 'Correlate with topic 'War'. COMPUTE."

Machine—"War is a disvalue."

Operator (Nuts!) "Cancel." "Axiom: 'Human life is a value under democratic conditions.' etc."

Machine—"War is a disvalue."

Operator — (Damn!) "Cancel." "Axiom: 'Human life is a value only when truly human, when man is guaranteed his full rights under the law.' etc."

Machine—"War is a disvalue."

Operator—(Hell!) "Cancel." "Axiom: Human life, rightly understood, is of such value that the defence of that value is permissible at the cost of all other values.' etc."

Machine—"An Aggressive war is always a disvalue. A defensive war is sometimes a value."

Operator—(Thank God! Get me the general. The computer says is all right to go ahead . . .)

(Note: Axioms can no longer be viewed as self-evident, self-validating, or intuitively certain except in so far as they are true by definition — and that, of course, depends on the one defining the terms involved. Nor can axioms be proven by pointing to anything else and still be called 'axioms'. Some axioms and definitions, however, can be shown to be demonstrably superior to others.)

My point may be put simply. Not surprisingly, people arrive at the answers they want to hear on questions like the morality of war because what they want is implicit in the terms used to state the question — What a general or a Catholic means by "War" is, among other things, "an action sometimes justifiable." In view of the changed nature of war in our era, I suggest that this concept should be redefined.

Redefinition ought to be the work not of a single man or group of men (even if they be ethicists, but of the intellectual community at large. In view of the difficulty in attaining to such a degree of co-operation, I propose that the question of the morality of war be restated as follows: "Would a war between nation X and nation Y be a practical method of solving their disagreements at this time."

Framed this way, I conclude



On the evening of December 6th, the dining room in Lourdes Hall was turned into a Medieval banquet hall. The banners of the coats-of-arms were hanging from the walls as Sister Georgia's "Chaucerians" sat to dine with their guests in true Medieval fashion. The table was filled with the foodstuffs as prepared in Chaucer's day.

The recipes were taken from Medieval cookbooks and followed as closely as possible, with some modifications to comply with modern tastes. This banquet was

a project instigated by Sister Georgia for her Chaucer class. The "Chaucerians" were dressed in Medieval garb to fit the occasion. Tumblers and singers were present as was often the case in Medieval days.

The faculty members of the English Concentration also attended the "great feast." During the course of the evening, Mr. John Masterson was asked what he thought of this Medieval banquet and he replied, "It was marvelous."

Wallace . . .

(Cont'd from Pg. 5)

Because of a provision in the Alabama constitution prohibiting a governor from succeeding himself, Wallace was not eligible for the 1966 gubernatorial race. This did not stop the pragmatic Wallace, however: he ran his wife, Lurleen. She scored an overwhelming victory over Republican James Martin. Gov. Lurleen, as she is called by Alabamians to distinguish her from Gov. George, had a cancer operation in July and thus has not been able to devote the needed time to her executive position. Time has criticized that Wallace's recent out-of-state campaigning has left Montgomery a "governmental ghost town," since it is he "who wears the pants, if not the titular authority in Alabama's first family."

Wallace sees "federal interference in local schools" and "crime in the streets" as major issues in the 1968 elections. On the Vietnam problem, he told James J. Kilpatrick of the *National Review*: "We've got to win this war. If that means stepping up the bombing, step it up. If that means blocking off Haiphong, block her off. But there's no sense talking peace with that crowd until you've got 'em whipped."

In the same interview, he spoke about the United Nations: "I am against the way the General Assembly is operating now, with the United States footing most of the bills, and all these little countries — Niger, Chad, Volta, you know — having the same vote as the United States."

He disapproves of the Johnson program because of the poverty program and the threats to withhold funds for civil defense and welfare payments unless guidelines were followed. Generally, he supports federal programs of highway construction and safety, as well as those for consumer protection.

Wallace has rather confidently foreseen: "The people are going to be fed up with the sissy attitude of Lyndon Johnson and all the intellectual morons and theoreticians he has around him." The implication, I assume, is that then the people will realize the validity of his own position and flock to his support. That Wallace will ever make the White House is found untenable by most political observers. He does bear watching, however, in the coming months, even if only for a lesson in political pragmatism.

RHC Scores Upset

On December 16th, Rosary Hill's basketball team, coached by Dr. Spano, upset D'Youville in the first game of the season, with a score of 28-23.

Three of the RHC rooters noted that although RHC's cheering section was outnumbered 10-1, their enthusiasm and spirit cheered the team to victory.

It was a close game, with each team neck and neck during the entire playing period. At the end of the half, RHC led 17-10. When the 3rd quarter ended, the teams were tied 20-20, and in the final minutes, with D'Youville leading 23-20, RHC scored the winning points of the game, ending it with a total of 28-23.

Team members include: Shiela Barnes, Linda Morley, Pat Bremer, Mary Shultz, Barb Miano, Hilda DeQuesada, Jean Bentley, Audrey Gulcowski, Pat Noker, Joan Miles and Kathy Slattery.



Gnashing of Tooth:

G.R.E. Tolls High; Bodies Strewn in D.S. Lobby

Number 20396 was terrified. Her hands were sweating all over her number two pencil, leaving disgusting smudges on the pages of her antiseptic goody booklet. There was a smear between (a) and (b) of question 14 and she had swallowed her eraser on question 3.

She glanced at the mad little clock whose nasty little hands were galloping around its toad-like little face. Twelve seconds to go and she was only on question 30.

It ran through her mind—Research Methods class, Rotten Statistics 301 . . . why had she decided to become a Social Security major anyway? It was her father. He had a role conflict. Or was it hedonistic calculus? She had never heard of hedonistic calculus but she supposed that she was expected to have heard of hedonistic calculus because there it was in question 28.

And that rat Freud. What was he doing there? Freud was a lecher . . . or was it Malinowski? No, Malinowski was an anthropologist. (*)

The chief proctor was leering. She sneered at him and hippity hopped on to question 31: "Do more single women live in Astro, Mistro, Clybourne or Duane?" It was a stupid map anyway. Snyder wasn't even on it.

Ah! Here was a question: Emile Durkheim was (a) a sociologist (b) a truck driver (c) a mean, nasty man (d) a frog. It was obviously a trick. Emile Durkheim was probably a mean, nasty frog who drove a truck. She blacked in all four boxes and skipped the next six questions.

Number 226 was interesting. POWER is to AUTHORITY as (a) authority is to power (b) smash is to tickle (c) Ambrose is to Harriet.

Two proctors goose stepped up the aisle and came to a halt beside 20396's chaise lounge.

Already she could hear the death rattles of the French majors in row three. And the Biology majors were writhing on the floor pretending that they were linoleum cells. But camouflage was of no avail.

Number 20396 began to twitch violently over Blau's acquaintance patterns. She recalled something about Blau on page 13 and turned back quickly but then recalled that she had drooled on page 13 and now it was stuck to page 14 as well as to page 11 and she hadn't answered one question on any of them.

With four seconds to go, 20396 began to work on a map of Metrovia. Her number two shattered in her fist. She had crushed the life out of its taxi cab yellow body. She groped about the floor madly for a hunk of lead that had fallen from her late pencil. A proctor stepped on her hand. It was over. But before he bit her wrist, she managed to fill in six (a)'s, and ten (e)'s at random with her mascara.

With hysteria written (Palmer method) across her brow, she stepped slowly to the front of the room and placed her answer sheet beneath the plastic bag marked "Social Security 28." She weaved as she reached the door, her intellect at a heap on the floor of room 301. Ours is not to reason why.

HISTORICAL NOTES: As a dastardly youth, Graduate Record was fond of throwing Alka Seltzer into guppy tanks and fleecing rag pickers. He achieved fame as a drill sergeant during the Spanish Inquisition and he blossomed as both judge and jury at the Salem Witch Trials. During the last three years of his life,

he displayed a marked affinity for Monarch notes and spent much of his time composing sadistic examinations which still bear his name.

p.s. — If one more student is seen spitting gum into the water fountains, the S.S. will turn them off. (The water fountains, that is.)

Academic Committee...

(Cont'd from P. 1)

fied individuals. Such ratings for many members of a faculty over a period of years can help our college ascertain the general teaching climate. Knowing these facts, the faculty and administration can discuss them and plan means of improving instruction.

Our last purpose for gathering student opinion is rarely mentioned, but we feel it is very important. Making a rating and commenting on instruction in a course forces the student to come to grips with her expectations about her own education and what her learning means to her. It helps to turn her from a passive recipient to an active participant.

With these goals in mind, we have begun research. We are presently reviewing the information on course and teacher evaluation sent to us by the National Student Association, and we are keeping in close contact with Sister Marita, Sister Paula, and Mr. Langley for advice and criticism. We want to draw up a valid and reliable teacher and course evaluation sheet; therefore, we estimate this project will take many months to complete. There will be subsequent reports to keep you informed.

In the past months, students have come to me with various criticisms and comments about coseminar, compulsory attendance in classes, and concentration inadequacies. I have discussed them with Sister Marita; she has researched every case and taken some action. Therefore, if you have any criticisms or suggestions relating to the academic realm, approach me or a member of the Academic Committee, and you will receive an answer.

Home Town Talent

The Buffalo Area Chamber of Commerce has initiated a new program entitled "Operation Home Town Talent". This unique placement program will allow private meetings between local college seniors and representatives of about 75 area firms for the purpose of discussing career job opportunities with the companies.

It is open to Buffalo college seniors who attend school in the U.S. and plan to graduate in 1968. Also eligible are persons who will be released from active duty with the armed forces and have not, since graduation, held permanent jobs.

Student advance registrations will be accepted until the time of the opening assembly on Dec. 27th. Interviews will be held at the Statler Hilton on December 27 and 28, 1967.

Cornell Commission Recommends Redefinition of Disciplinary Jurisdiction

ITHACA, N.Y. (I.P.)—A special Cornell University commission has recommended that the University break with tradition by confining its disciplinary authority over students solely to acts of misconduct damaging to its educational objectives. The commission's definition of educational objectives makes no reference to violations of law.

Other recommendations in the report took firm positions on University treatment of students charged with law violations, and on University policy toward student civil disobedience and use of marijuana. All were developed by application of two basic guidelines: the strengthening of responsible student freedom and maturity, and the promotion of the educational goals of the Cornell community.

The report was given to the University authorities by commission chairman Allan P. Sinder, professor and chairman of the Department of Government, as a starting point for discussion and a basis for formal legislation by faculty, student, and administrative groups.

Appraising This Report: "The establishment of this Commission reflects incidents at Cornell in 1966-67 that disrupted and divided the educational community. The need was apparent for a self-conscious review of the purposes, bases, and scope of University regulation of student misconduct, with emphasis on its relation to law, law violation, and law enforcement. This Report attempts to satisfy that need.

"Once we decided that non-academic student conduct is an appropriate area of concern and regulation by the University, we sought basic concepts to shape the scope, manner, and standards of that regulation. We developed two such concepts, which lie at the heart of this Report: the promotion of responsible student freedom and maturity and the protection of the special interests of the educational community. We tried to reduce the ambiguity of these concepts by giving them quite specific content.

"The remainder of the Report, setting forth guiding principles, operating policies and positions of a wide range of topics is in a basic sense generated and justified by the two concepts. This is the primary explanation, for example, of our view that University disciplinary authority should be carefully distinguished from law enforcement as such, the latter being the province of public authorities. Again, this is why we urge that the administration of student disciplines be more insulated from other order-maintaining functions of the University and that the adjudicatory system be revised.

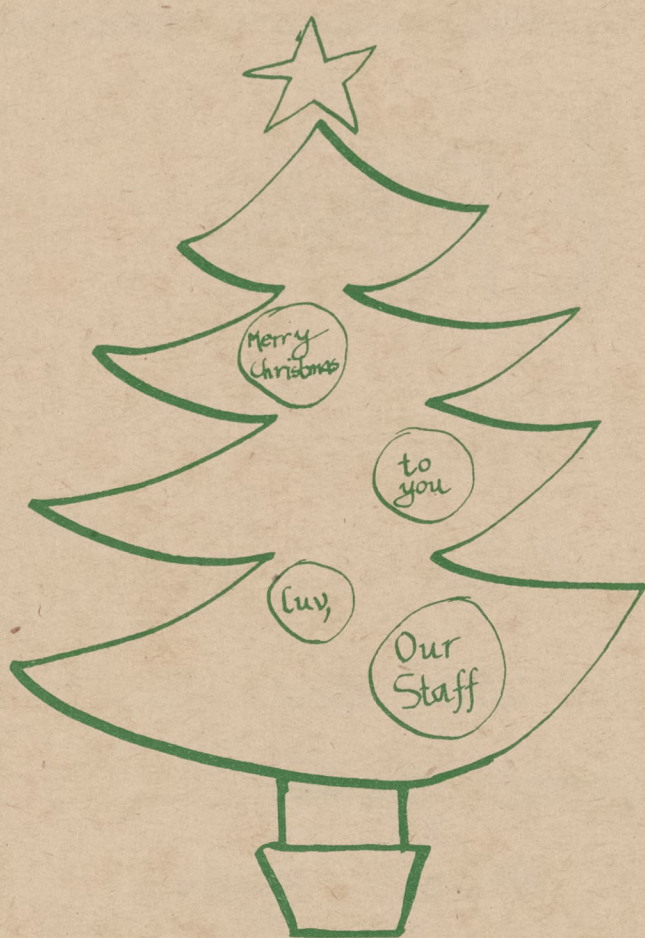
"One final point relevant to the Commission's approach and this Report. Although the Commission was composed equally of faculty, students, and Administration, we did not operate in those 'roles' in our work sessions and in developing this Report. Rather we approached our complex task as concerned individuals seeking guiding principles on which we and the Cornell might agree, and then applied them to the variety of problems contained in the mandate to the Commission.

"We found it illuminating that our use of the basic concepts as touchstones for working out other principles and policies encouraged abandonment of segmental, role-playing perspectives and facilitated agreement time and again on complicated and controversial matters. Perhaps our experience in this regard may provide a clue to the operation of the University Student Conduct Conference we propose. More generally, it may suggest one way of coping with the inevitable fact of conflict and change on the Cornell campus."

The commission held that the University should regulate student conduct not primarily to enforce the law, which is the function of the public community, but to "protect the opportunity of all members of the Cornell community to pursue their educational goals effectively." Student misconduct violating both Cornell rules and the law would be subject to the jurisdictional understanding between the University and public officials, which would be based both on the severity of the offense and whether the offense occurred on or off the campus.

Applying its guidelines, the commission recommended that the University "neither seek nor support special treatment of its students" apprehended for, or convicted of, off-campus law violations. For the University to act as an off-campus buffer between the law and the student, the report stated, would be to "retard the development of responsibility and maturity among students . . . and unwittingly promote a disrespect for law which is not compatible with Cornell's educational goals or the legitimate needs of the Ithaca community."

Hence the commission urged that Cornell not accept transfer of a student law violator from the public jurisdiction to permit the imposition of University punishment in place of society's. At the same time the report advised the University to cooperate with public officials in providing relevant background information on the student defendant and in any probation or rehabilitation programs deemed suitable.



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Local Basketball in Review; Bona's Threat in NIT Play-off?

By GARY GOODELUINAS

With four straight victories, the Bonnies are a potential threat for a berth in the national play-offs. The warriors have many of the necessary ingredients for a championship team. Any opponent will have a difficult time trying to subdue these natives. They can control the Goards with the likes of Bob Lanier, 6'11" and Bill Butler, the Bona Captain, contributor with his consistent scoring and spectacular moves. Billy Kalbaugh must rate as one of the best with his amazing ball control and sensational dribbling. Jim Satalin is an important asset with accurate passing and timely baskets. John Hayes completes the starting five with his unfailing scoring support.

Even with such an impressive array of talent, Coach Weiser's team is walking a tight rope. The reason is an apparent lack of depth on the bench. One individual who could prove almost impossible to replace is Lanier. But then again, what could possibly happen to Lanier? With a little luck, Bona should remain on the path toward an NIT berth.

A little closer to home a won-

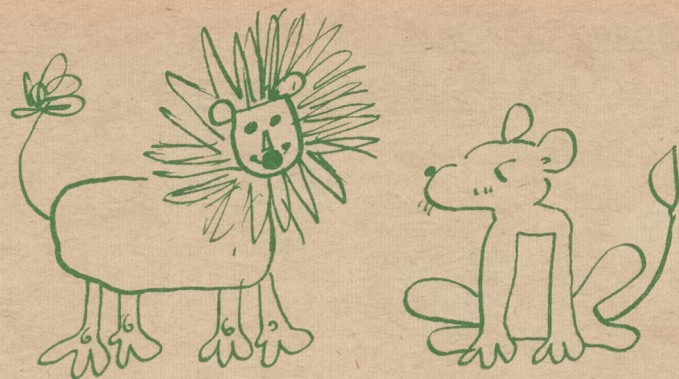
derful event has taken place—the Eagles would like to proudly announce the hatching of another great one! One I'm sure will ruffle a few foul feathers (maybe even an Indian's?)

Calvin Murphy, the amazing, incomparable, fascinating, show stealing, eye-popping, but often sensational sophomore from the Soaring Heights of NU, is truly the greatest basketball sensation of the year in Collegiate ball. To try and describe this fellow's performance in words would be an injustice—he must be seen to be believed! Calvin proves his worth also on defense. He is already respected for his ability to scoop up loose balls and pass off for fast breaks, which is an important factor in the Eagles total offense. But Calvin isn't quite a one man team from NU. As shown in their last game against Iona—when Murphy was being keyed on, the others got the chance they wouldn't normally have. For example: Mike Brown, a Sophomore guard, collected 25 points. Al Schup collected his 14 with a patented trolley-wire shot. Steve Schaefer came through with the ball when the rebounds were tough to get. Leaks contributed but everyone

is still waiting for him to really click.

Niagara also has a strong starting five, but their bench is questionable. Although off to a slow start, 2 wins and 1 loss, they can be expected to come back strong and crisp.

Canisius, really off to a slow start, losing 2 games in a row against Fairfield and Brown, won their first game of the season by upsetting highly favored Murray State, 71-68. Last year the Griffs played some thrilling basketball, winning a large percentage of their games by margins of no more than 3 or 4 points. This year, with the return of Co-Captains Terry Connors and Tony Masiello and veteran Jack Hassett, their games promise to be just as exciting. Roger Brown, a guard, is an inspiring player with great potential. Trenta and Pasternak offer spectacular play-making and rallies. . . . The Griffs may like to live dangerously, but if they intend to remain in favorable contention, the word is—more accurate, consistent shooting and less mistakes. They need a little more than luck—and Coach MacKinnon has the right formula—"work hard and keep working hard."



"I just don't like to mix with others. I'm not a Social Lion!"

PBL: New Experiment in T.V.; Presents Topics of Controversy

On November 5, television viewers were exposed to a totally unique experiment. It was the premier of PBL, the first scale experiment in Nationwide Public television, produced by the New Public Broadcast Laboratory of National Educational Television.

Every Sunday evening, PBL offers two hours of incisive reporting, examination of the arts and sciences, live drama, strong opinion and probing comment. Topics range from George Wallace's America and Is Censorship a Dirty Word?, to Melina Mercouri's Greek Tragedy. Controversial issues will be discussed by some of the best minds in public and academic life.

Unlike most educational TV, programs are aimed at a large, nationwide audience. There are no commercials interruptions. They are broadcast live and in color on educational, community and university networks across the country. Because of no advertising influence, producers can experiment in any way they want, covering topics that commercial networks would never attempt.

How did PBL originate? In 1966, The Ford Foundation, under the direction of McGeorge Bundy and Mr. Fred Friendly, began

investigations into the possibility of public television. In a brief filed with the Federal Communications Commission, the Foundation explained the purpose of financing such a venture. It "hoped to pull together the intellectual and cultural resources of this country, to speak directly once a week to the grey tissues of the day in every field of action."

If this broadcasting experiment, which will run for about forty-five weeks, succeeds, it is hopeful that a new broadcasting system, publically financed but independent of government support, will be founded. Presently, Congress is working on a proposal from President Johnson, investigating the possibilities of creating a non-profit corporation for public television. This organization would be run by an independent board consisting of fifteen leaders in education, communication and the creative arts.

If this experiment fails, educational programming will be abandoned. However, if the Laboratory can demonstrate the potentials of a new kind of excellence in broadcasting, and if public demand for it grows, this venture will be successful.

Student Leaders Endorse McCarthy; Support Views on Vietnam Policy

WASHINGTON (CPS)—Student body presidents and editors from 156 colleges and universities have signed a statement supporting the Presidential candidacy of Senator Eugene McCarthy (D-Minn.) "and other realistic political alternatives."

In the statement 128 presidents and 40 editors said, "we are singularly impressed by Senator Eugene McCarthy's forthright position on the immorality of U.S. involvement in Vietnam and his courageous decision to challenge President Johnson." They added that they "are hopeful that this example of principle and integrity will not only lead to a change in our government's policies and leaders but will inspire our generation to a renewed sense of dedication and purpose."

Sam Brown, a Harvard divinity student who led the effort to gather signatures for the statement, said the phrase about supporting other alternatives was aimed at those who might wish to support other war opponents, such as Senators George McGovern (D-S.D.) and Stephen Young (D-Ohio), who may run as favorite sons, as well as those who might support Senator Robert F. Kennedy (D-N.Y.) or a Republican dove.

He said that about 70 or 80 percent of those who were asked to sign the statement agreed to. In Texas, despite the statement's characterization of Presi-

dent Johnson's war policies as Austin College, and Southern Methodist University—from John Johnson's home state who were asked signed the statement.

Those who did not sign felt that little could be done to "increasingly bankrupt," all three of the schools—Rice University, change the war through elections, or that as student body presidents they shouldn't take political positions or favored Republican candidates. "No one rejected the statement because he supported Johnson," Brown said. He also doubted that as many student body presidents would have supported Senator Kennedy.

The signers include schools of wide variance in size, amount of campus activism, and radicalism among student governments and student newspapers. "We have people from Our Lady of Elms College in Chikapee, Mass., to Berkeley and from the University of Alabama to Reed," says Brown, who has been heading a student "dump Johnson" movement known as the Alternative Candidate Taskforce (ACT '68).

The idea for gathering the signatures began at the Conference of Concerned Democrats, which endorsed McCarthy in Chicago last week. One of its first proponents was Allard Lowenstein, the Americans for Democratic Action vice president who is one of the leaders of the "dump Johnson" movement.

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